



# Township of Ocean Schools

Assistant Superintendent  
Office of Teaching and Learning

## **SPARTAN MISSION:**

*Meeting the needs of all students with a proud tradition of academic excellence.*

DEPARTMENT Visual and Performing Arts

COURSE Performance Production

## **Curriculum Development Timeline**

**School:** Ocean Township High School

**Course:** Performance Production

**Department:** Visual and Performing Arts

Board Approval	Supervisor	Notes
July 2016	Jayne VanNosdall	Born Date
March 2019	Ian Schwartz	Review
August 2021	Ian Schwartz	Alignment to Standards

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### Ocean Township Pacing Guide

Week	MP 1 The Basics	Week	MP 3 Designing for the Stage
1	Intro to Performance Production	11	Costume Design
2	Intro to Performance Production	12	Costume Design
3	Color Theory & Application	13	Stage Combat
4	Color Theory & Application	14	Stage Combat
5	Stage Makeup	15	Theatrical Management
Week	MP 2 Designing for the Stage	Week	MP 4 Production Vision to Reality
6	Stage Makeup	16	Theatrical Management
7	Scenic & Lighting Design	17	Theatrical Management
8	Scenic & Lighting Design	18	Production Team: Putting it Together
9	Scenic & Lighting Design	19	Production Team: Putting it Together
10	Scenic & Lighting Design	20	Production Team: Putting it Together

### Core Instructional & Supplemental Materials including various levels of Texts

*All in the Timing* by David Ives

*Introduction to Theatre Arts (A 36 week Handbook)* by Suzi Zimmerman

*Basic Drama Projects* by Fran Averett Tanner

*Playbill* Youtube Video Series: "Broadway 101", "WICKED the Musical" and

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### **"Behind the Curtain" for Costuming, Lighting, Sound, and Makeup videos**

<b>Time Frame</b>	<b>2 Weeks</b>
<b>Topic</b>	
<b><i>Intro to Performance Production</i></b>	
<b>Alignment to Standards</b>	
<ul style="list-style-type: none"><li>• 1.4.12acc.Cr3c: Re-imagine technical design choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work.</li><li>• 1.4.12acc.Pr4b: Apply theatrical elements and research to create a design that communicates the concept of a theatre production.</li><li>• 1.4.12acc.Re7b: Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work.</li></ul>	
<b>Learning Objectives and Activities</b>	
<p>SWBAT answer the following questions:</p> <ul style="list-style-type: none"><li>• What are all the roles that contribute to a professional production?</li><li>• What are the emergency procedures for the scenic shop?</li><li>• What terminology must I know in order to work in the scenic shop?</li></ul> <p>SWBAT demonstrate understanding of the following:</p> <ul style="list-style-type: none"><li>• There are dozens of technical roles that make up a production team, these individuals responsibilities are equally as important as those of an actor</li><li>• Play production is equal parts creativity and safety. All must be able to recall and employ the appropriate emergency protocols for a number of scenarios.</li><li>• Always use the appropriate stage terms and vocabulary for the specific role you are assuming</li><li>• Identifying the hierarchy of technical theatre</li><li>• Rules of the Design Room</li><li>• Emergency procedures for the scenic shop</li><li>• Appropriate tools used for specific jobs in the scenic shop</li><li>• How to use an architect's scale</li><li>• How to draw using the grid method</li><li>• Various computer generated drafting tools used in technical theatre</li></ul>	

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- Technical theatre terminology
- Use an architect's scale to take precise measurements.
- Compose an accurate to scale drawing using the grid method.
- Draw a variety of images, from basic 2D images to complex 3D items.
- Create a 3D rendering using the Room Sketcher drafting system.

### Learning Activities:

- Roles of the Theatre: Group discussion, creating a class diagram, and video with follow-up response. Students will complete a corresponding outline of each roles responsibilities, necessary skills, and tools.
- Intro to Safety— Students are given a Safety Guideline and Regulations Packet. The students are then required to pass the Safety Guidelines and Regulations exam with a 75% or higher. It will include:
  - Tool safety
  - Fire protection
  - First aid
  - Toxic fume protection
  - Lighting protection.
- Measurement: The students will first receive a tutorial on how to measure using a ruler. The students are then modeled and given practice using an architect's scale. They will use this skill to create a groundplan.
- Intro to 3D Rendering: The students will be guided through a tutorial on how to use the 3D online room modeling system Room Sketcher. The students will be able to work through a Scavenger Hunt Ground Plan where they are given a written set of instructions. The students must first be able to reproduce the room as a hand drawn ground plan. The students will then, after being evaluated with a rubric, be asked to create the same room as a 3D model on the Room Sketcher program.
- Intro to Drawing: The students will use the basic grid method when beginning to draw. The students will be graded with a rubric that evaluates accuracy/consistency of shape, use of shading, and neatness.

### Assessments

#### **Formative:**

- Teacher Lead Discussion
- Observations
- Participation in Exercises

#### **Alternative:**

- Daily Journal Entry

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- Observation of Class Discussion
- Written Quiz

### Summative:

- Room Sketcher 3D Models
- Safety Assessment

### Interdisciplinary Connections

#### Roles of the Theatre: Group discussion:

**LA.9-10.SL.9-10.1.A** - *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*

**LA.9-10.SL.9-10.1.C** - *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*

### Career Readiness, Life Literacies, and Key Skills

**9.3.12.AR-PRF.5** Explain key issues affecting the creation of characters, acting skills and roles.

**9.3.12.AR-PRF.7** Describe how technology and technical support enhance performing arts productions.

**9.3.12.AR-PRF.8** Analyze all facets of stage and performing arts production management.

### Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
  - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will use **Pinterest** in order to **research personal aesthetics** and present information.. Students will consider the appropriateness of the digital tool for the task.

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- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

### Career Education

**CRP2.** Apply appropriate academic and technical skills.

**CRP6.** Demonstrate creativity and innovation.

**CRP11.** Use technology to enhance productivity.

**Time Frame**

**2 Week**

### Topic

### Color Theory & Application

### Alignment to Standards

- 1.4.12acc.Cr3c: Re-imagine technical design choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work.
- 1.4.12acc.Pr4b: Apply theatrical elements and research to create a design that communicates the concept of a theatre production.
- 1.4.12acc.Re7b: Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work.
- 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
- 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

### Learning Objectives and Activities

SWBAT answer the following questions:

- How can I mix colors accurately from solely the primaries?
- What materials and steps do I need to take in order to create a professional looking Broadway flat?

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SWBAT demonstrate understanding of the following:

- There is mathematics and science behind mixing pigments.
- There is a specific composition of a basic Broadway flat.

Learning Activities:

- Use proper safety methods and procedures when handling any items within the scene shop.
- Mix Colors Accurately to develop a full color wheel
- Complete and identify each component of the color wheel (hues, key vocabulary, schemes, scales, etc.)
- Build & paint a basic Broadway flat
- Create a color wheel with all components.(hues, key vocabulary, schemes, scales, etc.)
- Compose an accurate to scale drawing using the grid method.
- View a demonstration of the construction of the flat, followed by a vocabulary and diagram quiz on the various components of construction.
- Create a basic Broadway flat: select a complex image, draw that image using the grid method, mix colors appropriately, and completely paint a flat.

## Assessments

**Formative:**

- Teacher Lead Discussion
- Observations
- Participation in Exercises
- 

**Alternative:**

- Observation of Class Discussion
- Rubric Based Performances
- Peer Critiques
- Self-Analysis
- Written Quiz

**Summative:**

- Painted Broadway Flat assessment

## Interdisciplinary Connections

**Peer and self-critique writing exercises:**

**LA.9-10.W.9-10.10** - *Write routinely over extended time frames (time for research,*

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*reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

### Career Readiness, Life Literacies, and Key Skills

**9.3.12.AR-PRF.8** Analyze all facets of stage and performing arts production management.

### Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
  - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will use Pinterest in order to browse and select material for their scenic painting. Students will consider the appropriateness of the digital tool for the task.
  - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
  - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

### Career Education

**CRP2.** Apply appropriate academic and technical skills.

**CRP6.** Demonstrate creativity and innovation.

**CRP11.** Use technology to enhance productivity.

<b>Time Frame</b>	<b>2 Weeks</b>
<b>Topic</b>	
<b>Stage Make-up</b>	

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### Alignment to Standards

- 1.4.12acc.Cr3c: Re-imagine technical design choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work.
- 1.4.12acc.Pr4b: Apply theatrical elements and research to create a design that communicates the concept of a theatre production.
- 1.4.12acc.Re7b: Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work.
- 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
- 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

### Learning Objectives and Activities

SWBAT answer the following questions:

- How can you design and apply stage makeup appropriately?
- What are the makeup techniques an actor can use to create their character?

SWBAT demonstrate understanding of the following:

Makeup involves design, specific tools, and an application process.

They must apply their knowledge of shading and highlighting to a 3D medium: the face.

Learning Activities:

- Learn the proper protocol for preparing, designing, applying, setting, and removing stage makeup.
- Create face charts in preparation of each makeup area.
- Define and utilize the techniques necessary for various types of makeup application styles.
- The students are asked to create an online portfolio of special effect makeup areas. These areas include, but aren't limited to, old age, fantasy, animals, gender swap, gore, bruises, emotional masks, historical persons, and fat/thin. The students will have to use appropriate MLA techniques to gather and cite sources for their online portfolio (makeup morgue).
- Makeup Tools—The students will be given a plethora of professional makeup

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tools. The students will be asked to describe and define each. Prior to the application, students are tested for latex allergies (even if it says in their file that there are no known allergies) by testing a 1/2" dot on the arm or leg. The students will then test the application of each product on a partner. The students will take note of the physical pattern or mark let by the tool and makeup. The students will keep a log of this in their morgue.

- **Makeup Design**—The students are given face charts and the proper makeup design process is modeled for them. The students will then go through a guided practice with the teacher, and eventually will take their makeup design and apply it to their own face. The students will work on applying concealer and foundation first as a trial.
- **Makeup Application**—The students will eventually work through a process where they will research, design, gather materials for, and apply the makeup. They will keep their research and photos in an online morgue so they may view their finished products in a clean format. The students will be asked to complete this process for 4 or 5 of the genres listed above. The students will be evaluated with a rubric for each individual makeup, but also for their overall morgue (makeup portfolio) at the completion of this unit.

### Assessments

#### **Formative:**

- Teacher Lead Discussion
- Observations
- Hands-on Exercises
- Face-Chart Worksheets

#### **Alternative:**

- Observation of Class Discussion
- Written Quiz

#### **Summative:**

- Makeup SFX Portfolio assessment

### Interdisciplinary Connections

#### **Creation of online portfolio of makeup techniques:**

**LA.11-12.W.11-12.7** - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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### Career Readiness, Life Literacies, and Key Skills

**9.3.12.AR-PRF.8** Analyze all facets of stage and performing arts production management.

### Technology Integration

- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
  - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
  - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.
- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
  - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will use Youtube in order to replicate makeup tutorials. Students will consider the appropriateness of the digital tool for the task.
  - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
  - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

### Career Education

**CRP2.** Apply appropriate academic and technical skills.

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**CRP6.** Demonstrate creativity and innovation.  
**CRP11.** Use technology to enhance productivity.

Time Frame	4 Weeks
Topic	
Scenic & Lighting Design	
Alignment to Standards	
<ul style="list-style-type: none"> <li>1.4.12acc.Cr3c: Re-imagine technical design choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work.</li> <li>1.4.12acc.Pr4b: Apply theatrical elements and research to create a design that communicates the concept of a theatre production.</li> <li>1.4.12acc.Re7b: Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work.</li> <li>1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</li> <li>1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</li> <li>1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</li> </ul>	
Learning Objectives and Activities	
<p>SWBAT answer the following questions:</p> <ul style="list-style-type: none"> <li>How can I measure and object and create a scale version of said object?</li> <li>What are the popular stage devices used in modern theatre?</li> <li>What are the major responsibilities of the production team?</li> </ul> <p>SWBAT demonstrate understanding of the following:</p> <ul style="list-style-type: none"> <li>There are various components of the modern stage</li> <li>It is necessary to use accurate measurements when creating a ground plan, rendering, or scale model.</li> <li>Different types of modern stages require different sets and stage devices</li> </ul>	

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- There is a difference between the light color wheel and the pigment color wheel, which affects specific design choices.
- Identifying components of the modern stage.
- Accurate measurements when creating a ground plan, rendering, or scale model
- The steps of creating various elevations and a soft backdrop.
- The popular stage devices used in modern theatre.
- The various types of stages and sets.
- The difference between the light color wheel and the pigment color wheel.
- The effect various colors can have on specific design choices.
- The different roles and responsibilities of the production staff.

### Learning Activities:

- The students will receive a refresher course on the parts of the stage (apron, legs, orchestra pit, wings, etc.) and the different types of popular stages (thrust, in the round, black box, etc.). The students will also receive notes on the more popular stage devices such as periaktoi, turntables, hydraulics, etc.
- Create a scale ground plan using the architect's scale.
- Create various elevation drawings.
- Room Model: Individual Project constructing a scenic model to scale
- Refine their drawing skills.
- Identify popular stage devices.
- Research and compose a Pecha Kucha project on a famous scenic designer.
- Identify the colors of the light color wheel.
- Color of Light/Test it Out!—The students will take notes from an online interactive program from the ETC (Electronic Theatre Controls) website. The students will receive information on the light color spectrum and wheel. The students will then get the select and test different colored gels firsthand, recording their reaction to different pigments when lit. The students will learn about how theatrical lighting can change mood, change the pigment of costumes, and create illusions.
- Identify and emulate various roles of the design production staff.

### Assessments

#### **Formative:**

- Teacher Lead Discussion
- Observations
- Participation in Exercises
- Written Quiz

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### **Alternative:**

- Student Response Journals
- Class Discussion
- Peer Critiques
- Self-Analysis

### **Summative:**

- Rubric Based Portfolio Projects
- Pecha Kucha Presentations

### Interdisciplinary Connections

#### **Pecha Kucha Research and Presentation:**

**LA.9-10.SL.9-10.4** - *Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.*

### Career Readiness, Life Literacies, and Key Skills

**9.3.12.AR-PRF.8** Analyze all facets of stage and performing arts production management.

### Technology Integration

- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
  - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
  - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.
- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.





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- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will use Youtube in order to reference professional Broadway behind the scenes examples of lighting and sound design. Students will consider the appropriateness of the digital tool for the task.
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

### Career Education

**CRP2.** Apply appropriate academic and technical skills.

**CRP6.** Demonstrate creativity and innovation.

**CRP11.** Use technology to enhance productivity.

Time Frame	2 Weeks
Topic	
Costume Design	
Alignment to Standards	
<ul style="list-style-type: none"> <li>● 1.4.12acc.Cr3c: Re-imagine technical design choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work.</li> <li>● 1.4.12acc.Pr4b: Apply theatrical elements and research to create a design that communicates the concept of a theatre production.</li> <li>● 1.4.12acc.Re7b: Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work.</li> </ul>	

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- 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
- 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

### Learning Objectives and Activities

SWBAT answer the following questions:

- How do costumes and accessories enhance the visual spectacle of a production?
- Why must a costumer work collaboratively with the other members of the design team?
- In what manner does costuming give meaning to the individual character and at the same time place each character in relationship to the total visual effect?

SWBAT demonstrate understanding of the following:

- The costume and its design are integral parts of the visual spectacle of a theatrical production
- Costume designers must work collaboratively with the production team, especially with lighting and scenic designers.
- Costume choices regarding artistic elements (style, line, color, and texture), based on historic, factual, or creative research, enhance a director's or the playwright's production design concept.
- The basic principles and elements of design as they pertain to costuming.
- The definition and use of technical vocabulary as it pertains to costuming.
- The functions of costume design
- How to measure a body and fill out a costume measurement chart.
- The essential duties and responsibilities of the costumer from casting to strike.
- The responsibilities and duties of the costume design crew.
- Identify and perform the role of a costume member on the wardrobe crew
- How to create and maintain a costume plot.
- The various duties and responsibilities of the costumer during a technical or dress rehearsal
- Use costumes to suggest season, time, and period
- Design appropriate costumes to convey the physical characteristics and psychological qualities of a character.
- Select appropriate costumes and accessories for specific characterization

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- Use costumes to illustrate cultural, historical, and economic differences
- Discuss the significance of silhouette in costume design

### Learning Activities:

- Learn the basics of sewing by creating a sewing pouch: demonstrating a whip stitch, cross stitch, running stitch, and buttons
- Mock production simulations as a costumer, assistant, or running crew.
- Individually will submit sketches of an appropriate costume for a play, with emphasis on design choices that support their character analysis
- Research of period styles and designs for costumes by era
- Create and maintain a portfolio which incorporates experiences in costume research, design, and selection
- Students will pass paper and pencil tests to demonstrate knowledge of: basic costume vocabulary costume measurement techniques basic sewing instruments, tools, and machinery used in costume construction basic design elements of costume the duties and responsibilities of costume personnel

### Assessments

#### **Formative:**

- Teacher Lead Discussion
- Observations
- Participation in Exercises

#### **Alternative:**

- Observation of class discussion
- Peer Critiques
- Self-Analysis
- Written Quiz

#### **Summative:**

- Objective test assessing knowledge of costuming terminology and techniques

### Interdisciplinary Connections

#### **Research of period styles and designs for costumes by era:**

**LA.9-10.W.9-10.7** - *Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.*





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COURSE Performance Production

### Career Readiness, Life Literacies, and Key Skills

**9.3.12.AR-PRF.5** Explain key issues affecting the creation of characters, acting skills and roles.

**9.3.12.AR-PRF.8** Analyze all facets of stage and performing arts production management.

### Technology Integration

- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
  - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
  - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.
- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
  - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will use Youtube in order to define the many roles and responsibilities of professional costuming. Students will consider the appropriateness of the digital tool for the task.
  - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
  - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

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DEPARTMENT Visual and Performing Arts

COURSE Performance Production

### Career Education

**CRP2.** Apply appropriate academic and technical skills.  
**CRP6.** Demonstrate creativity and innovation.  
**CRP11.** Use technology to enhance productivity.

**Time Frame**

**2 Weeks**

### Topic

**Stage Combat**

### Alignment to Standards

- 1.4.12acc.Cr3c: Re-imagine technical design choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work.
- 1.4.12acc.Pr4b: Apply theatrical elements and research to create a design that communicates the concept of a theatre production.

### Learning Objectives and Activities

SWBAT answer the following questions:

- How can an actor portray violence on stage in a safe and controlled manner?
- What elements do actors combine in order to make a fight scene believable?

SWBAT demonstrate understanding of the following:

- Stage combat takes extensive training and involves total control over one's choreographed movements to ensure safety.
- The actors vocal inflection and facial expression are just as important as their physical movements in making combat seem real.
- An actor must fully understand the character they are portraying within a stage combat scene so that the fighting style is appropriate.
- Unarmed and armed combat practices
- Strength and flexibility
- Eye/hand coordination
- Connection of voice and body in stage combat
- Understanding and applications of principles of safety in working with a partner
- How to portray your character and develop ensemble work through each individual move in a fight sequence

Learning Activities:

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- Overview and written exam on stage combat safety rules
- Daily physical warm-up and stretching
- Student Presentations of various fighting styles from various time periods and cultures: military or civilian, sport or combat, armed or unarmed.
- Demonstration and discussions of the various levels of theatrical combat
- Hands on partner practice of basic unarmed combat
- Develop the connection between sound, reactions, and physical movements
- Introduction to basic armed combat with Guest Professional Stage Combat Artist
- Practice and performance of several unarmed stage combat sequences
- Final memorized scenes and student choreographed combat routines

### Assessments

#### **Formative:**

- Teacher Lead Discussion
- Observations
- Participation in Exercises
- Physical Warm Ups

#### **Alternative:**

- Observation of Class Discussion
- Written Quiz

#### **Summative:**

- Rubric Based Scene Performances

### Interdisciplinary Connections

#### **Stage Combat Activities:**

HPE.2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).

### Career Readiness, Life Literacies, and Key Skills

**9.3.12.AR-PRF.5** Explain key issues affecting the creation of characters, acting skills and roles.

**9.3.12.AR-PRF.8** Analyze all facets of stage and performing arts production management.

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COURSE Performance Production

### Technology Integration

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  - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
  - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.
- Students will use Youtube in order to select scene material as inspiration for their stage combat map. Students will consider the appropriateness of the digital tool for the task.
  - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
  - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

### Career Education

**CRP2.** Apply appropriate academic and technical skills.

**CRP6.** Demonstrate creativity and innovation.

**CRP11.** Use technology to enhance productivity.

**Time Frame**

**3 Weeks**

**Topic**

**Theatrical Management**

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COURSE Performance Production

### Alignment to Standards

- 1.4.12acc.Cr3c: Re-imagine technical design choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work.
- 1.4.12acc.Pr4b: Apply theatrical elements and research to create a design that communicates the concept of a theatre production.
- 1.4.12acc.Re7b: Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work.
- 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
- 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 1.2.12acc.Cr1a: Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.
- 1.2.12acc.Cr1b: Organize and design artistic ideas for media arts productions.

### Learning Objectives and Activities

SWBAT answer the following questions:

- What is the general timeline for a professional theatrical production?
- What are the responsibilities of each production role?
- What career options are available to the theatre major?

SWBAT demonstrate understanding of the following:

- There is a specific timeline that is necessary for a production start to finish.
- Each of the roles of the production staff have various responsibilities that are vital to the success of the show.
- There are countless career options in the theatrical field that do not involve performance.
- Understand the various roles and responsibilities of all members of the production staff, including but not limited to, the producer, artistic director, performance director, stage manager, scenic designer, lighting designer, costume designer, props master, hair and makeup master, dramaturg, and dialectician.

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COURSE Performance Production

- Organize all production related schedules
- Create publicity elements that reflect a company's performance approach
- Gain a deeper concept of the money element of running a production
- Research theatre related college and vocational options
- Develop the requirements of various post-graduate professions

### Learning Activities:

- Create documents that are unique to the technical theatre process, such as: production schedules, conflict sheets, technical rehearsal schedules/timelines, rehearsal reports, accident reports, and cue sheets.
- Develop Publicity concepts to market several different shows
- Create an original Playbill
- Design Lobby Displays
- Create a budget as a producer to understand where all the money must be distributed
- Research various career options for the theatre major post-graduation.
- Prepare and apply to various collegiate programs and technical theatre career opportunities.

### Assessments

#### **Formative:**

- Teacher Lead Discussion
- Observations
- Participation in Exercises

#### **Alternative:**

- Class Discussion
- Peer Critiques
- Self-Analysis
- Written Quiz

#### **Summative:**

- Production Budget Assessment

### Interdisciplinary Connections

#### **Budgeting Activity:**

9.1.12.PB.3: Design a personal budget that will help you reach your long-term and short-term financial goals.

9.1.12.PB.4: Explain how you would revise your budget to accommodate changing

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DEPARTMENT Visual and Performing Arts

COURSE Performance Production

circumstances

### **Career Research:**

**LA.11-12.W.11-12.7** - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### Career Readiness, Life Literacies, and Key Skills

**9.3.12.AR-PRF.1** Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.

**9.3.12.AR-PRF.5** Explain key issues affecting the creation of characters, acting skills and roles.

**9.3.12.AR-PRF.7** Describe how technology and technical support enhance performing arts productions.

**9.3.12.AR-PRF.8** Analyze all facets of stage and performing arts production management.

### Technology Integration

- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
  - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
  - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.
- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
  - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

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DEPARTMENT Visual and Performing Arts

COURSE Performance Production

- Students will use Google Slides in order to curate a presentational budget plan. Students will consider the appropriateness of the digital tool for the task.
  - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
  - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

### Career Education

**CRP2.** Apply appropriate academic and technical skills.

**CRP6.** Demonstrate creativity and innovation.

**CRP11.** Use technology to enhance productivity.

<b>Time Frame</b>	<b>3 Weeks</b>
<b>Topic</b>	
<b>Production Team: <i>Putting it All Together</i></b>	
<b>Alignment to Standards</b>	
<ul style="list-style-type: none"> <li>• 1.4.12acc.Cr3c: Re-imagine technical design choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work.</li> <li>• 1.4.12acc.Pr4b: Apply theatrical elements and research to create a design that communicates the concept of a theatre production.</li> <li>• 1.4.12acc.Re7b: Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work.</li> <li>• 1.4.12acc.Re9c: Debate and distinguish multiple aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.</li> </ul>	

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- 1.4.12acc.Pr6a: Produce devised or scripted theatre work using a creative process that shapes the production for a specific audience.
- 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
- 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 1.2.12acc.Cr1a: Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.
- 1.2.12acc.Cr1b: Organize and design artistic ideas for media arts productions.
- 1.2.12acc.Crc: Refine and elaborate aesthetic elements and technical components. Intentionally form impactful expressions in media artworks for specific purposes, intentions, continuity, juxtaposition, audiences and contexts.

### Learning Objectives and Activities

SWBAT answer the following questions:

- What I do need to prepare when I attend a production meeting?
- What information do I need and how do I gather it for both the extrinsic and intrinsic of a dramatic work?
- How can artists combine all of the theatrical areas learned to prepare for and produce a final performance?

SWBAT demonstrate understanding of the following:

- The intrinsic and extrinsic process is necessary for full understanding of the script in dramaturgy and will be used in a college setting.
- The full production process of a theatrical performance involves a team of people with a common production concept.
- There are specific preparations necessary in the process for a production meeting.

Learning Activities:

- Complete full intrinsic and extrinsic research for assigned scripts
- Create a drafting and rendering for original stage designs using scale measurements and Room Sketcher
- Select a Play to fulfill all roles of a production team : Simulate real production meetings and complete projects for each production members responsibilities

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- Present their production concept and present it to the class in professional fashion
- Work in production teams to develop original production approaches to provided texts. Students will be responsible for all elements and pitch their concepts to a producer.
- Read and research several scripts to gain an intrinsic and extrinsic view of the context
- Fill all production roles to complete a full play production approach to a musical of their choosing. Students must propose a unified vision, conduct research, and fulfill all project related goals for a final presentation.

### Assessments

#### **Formative:**

- Teacher Lead Discussion
- Observations
- Participation in Exercises

#### **Alternative:**

- Observation of Class Discussion
- Peer Critiques
- Self-Analysis

#### **Summative:**

- Portfolio Update
- Rubric Based Presentation of final production concept

#### **Benchmark:**

- Written Critique Assessment; Objective assessment of course knowledge/skills

### Interdisciplinary Connections

#### **Read and research several scripts:**

**LA.9-10.W.9-10.7** - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

#### **Present Production Concepts:**

**LA.9-10.SL.9-10.4** - Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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  - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will use Youtube in order to reference previous professional production concepts. Students will consider the appropriateness of the digital tool for the task.
- Students will use Google Slides in order to create a unified final presentation including all production elements. Students will consider the appropriateness of the digital tool for the task.
  - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

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### Career Education

**CRP2.** Apply appropriate academic and technical skills.

**CRP6.** Demonstrate creativity and innovation.

**CRP11.** Use technology to enhance productivity.

### Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

#### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

#### **Supports for Students With IEPs:**

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

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### **At-Risk Students:**

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

### **Gifted and Talented:**

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

### **Supports for Students With 504 Plans:**

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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